

Vocational Education and Economic Development in Anaocha Local Government Area of Anambra State: Challenges and Prospects

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Abstract: This explained how vocational education will help in creating jobs in Anaocha Local Government Area of Anambra State. The study adopted survey research design. three research questions guided the study and three hypotheses were formulated and tested. The population used for this research is twenty-eight thousand, four hundred and fifty (28450) youths in the craft centres and markets across the ten towns that make up the local government area and the sample size of four hundred (400) youths was selected using Yemen's formula. A questionnaire was structured for data collection- titled "vocational education and youth empowerment Questionnaire" (VEAYEQ). The data collected was analyzed using percentage, mean and standard deviation. The hypotheses were tested at 0.05 significant level using Pearson Product Moment Correlation coefficient. From the results obtained, the researcher concluded that vocational education has helped a lot in curbing unemployment and this in turn has helped in taking a lot of youths off the streets. This study therefore recommended that more youths should be encouraged to go into skill acquisition, trading and farming in order to be self-employed and self-reliant. Parents and teachers should guide the students into discovering their God-given potentials and harness it from very tender age.

Keywords: Education, Vocational Education, Economic Development.

Introduction

Economic development of a nation is characterized by the standard of living, employment, birth rate, mortality rate, availability of infrastructures, science and technology in that nation. Nigeria as a developing country has high birth rate, high death rate, high level of unemployment, inadequate basic infrastructure, among others.

Nigerian universities graduate millions of students every year. They go to the compulsory oneyear youth service after which they are pushed into the labour market to fend for themselves.

The questions are: Where will they work? Who will employ them? Are they really employable?

Has the government provided the necessary infrastructures needed for the absorption of these graduates into the labour market? Is our formal education alone capable of producing the work force in our society? Can they actually apply the theories they have memorized in the various universities to solving problems in real life situations?

Education is referred as any act or experience that has a formative effect on the mind, character or physical ability of an Individual. It is the process by which society through schools, colleges, universities and other institutions deliberately transmits its cultural heritage, its accumulated knowledge, values and skills from one generation to another (Kneller, 1965). Education is recognized as an active agent for social, economic, political, religious, cultural, scientific and technological changes. The change of an individual or recipients of education should promote development in the society if not, that system of education becomes dysfunctional.

Vocational and technical education in Nigeria can be traced far back even before the foreign merchandise and the missionaries stepped foot in the shores of this country. The common method of vocational and technical education then was through apprenticeship and handicrafts.

In this 21st century where we operate a knowledge-based economy, Ezekiel-Hart (2021) emphasized that in today's world, it is not about the products you have. Rather it is about who you are, what you know and what you are able to do with what you know based on whom you are. Education is the total development of an individual. For someone to be educated, he needs to be developed in the three domains of knowledge- the head, the heart and the hand. Vocational education is one aspect of education which emphasizes self-development. It is what you are able to do with your hands to make a living. It has to do with acquisition of skills. Vocational education provides its learners to be industrialists in various fields and this has helped a lot in the country's economic growth and development.

If we look into our society today, there are lots of people who graduated from vocational and technical education who are proud entrepreneurs. The government is not ready to provide us with the basic things we need therefore there is a need for us to equip ourselves with skills to survive.

I can boldly say that the road side car mechanic knows the job of fixing a car better than a university graduate of mechanical engineering. Most vocational educationists are skill workers like the agriculturists, builders, carpenters, bricklayers, fish farmers, black smiths, hair stylists, tailors, designers, plumbers, electricians, drivers, makeup artists, DJs among others. They are their own bosses and therefore are employers of labour. This makes them to stand on their own instead of looking for white collar jobs.

Vocational education is intended in bringing desirable skills and if the right experience is not gotten to benefit the society positively then it is not the right education and will not be accepted by the society. Recipient of vocational education should not just acquire the skills but also character for the betterment of the society. Vocational education plays important roles for the growth and development in the economy. This it does by reducing the high rate of unemployment in our society. In other hand helping the society to fight deviance because if the burgeoning youth population are busy in their workshops, they would have less time to committing crimes.

The recipients of vocational education can promote development through creativity-This is the tendency of the recipients of education to generate or recognize ideas, alternatives or possibilities that may be useful in solving problems, for the development of the society. The students should have the ability and desire of people to control nature and environment through inventions, discovery and medical conquests, scientific and technological advancement, urbanization and rural development. Vocational education equips its recipients with skills and competence of adaptability and flexibility of thoughts and action. This will make them receive new ideas and increase their willingness and determination to accept a change and development. This aspect of education provides the knowledge for industrial growth which has a strong link with development resulting to efficient mass production which in turn enhances standards of living.

In the 21st century, vocational education has introduced the modern methods of farming to replace the crude and traditional methods. Good sense of responsibility, discipline and work ethics, and refines societal and individual attitudes for development.

Education is a continuous process that lasts a lifetime. It has contents which include knowledge, skills and attitudes that are worthwhile value by a given society. Therefore, vocational education plays a very important role in the development of the society. According to Adiele, Leigha & Abraham (2010), vocational education changes an individual to add to the knowledge he possesses to enable him perform skills which otherwise he could not perform. Amaele (2017), added that education develops certain understanding and insight appreciations in the learner. Wosu, Ukulor & Uriah (2017) explained that education aims at producing a total man; a productive responsible fellow, a man fulfilling his domestic good obligations and an acceptable

member of his society. This is what vocational education does to the learners. Education according to Achuonye (2004) is a universal practice or a phenomenon engages in all society at every stage of development. It describes the total process of human learning by which knowledge is required, valuable skills developed and facilities trained. In the process of education, attempt is made to shape the behaviour of citizens from birth in accordance with aims and goals of the society. It serves as a means for meeting and needs of the society, means through which the young and old could be changed and means through which social changes needed could be introduced.

Every activity in vocational education needs active participation of the learner. This helps him to realize himself in life and become a useful member of the society. Education is that which brings the desirable change in the thinking and actions of man as it is a worthwhile process which involve the all ground development of man such that man fits into his society and contributes positively to the well-being of that society. It is important to know that some individual passes through a different type of education which combines to determine the person's personality. It is the combination of all the types of education one receives that determines the individual makeup as no type of education is less important, vocational education inclusive.

Statement of the Problem

The rate of unemployment in our country Nigeria is very alarming. Millions of graduates are roaming the streets looking for work on daily basis. This issue of unemployment has caused a lot of youths to go into crimes. Therefore, this study is aimed at looking into vocational education and how it can help the youths acquire skills and create jobs by themselves instead of waiting for who should employ them.

Aim and Objectives of the Study:

The aim of this study is to investigate the economic impact of vocational education on the empowerment of youths in Anaocha Local Government Area of Anambra State.

The study specifically looked at the following Objectives:

1. To ascertain the availability of vocational education for the empowerment of youths in Anaocha Local Government Area of Anambra State.
2. To ascertain the level of job creation for youths by vocational education in Anaocha Local Government Area of Anambra State.
3. To ascertain whether vocational education is capable of enhancing economic development in Anaocha Local Government Area of Anambra State.

Research Questions

The following research questions guided the study.

1. What are the availability of vocational education programs for the empowerment of youths in Anaocha Local Government Area of Anambra State?
2. To what extent will vocational education create jobs for youths in Anaocha Local Government Area of Anambra State?
3. To what extent will vocational education enhance economic development in Anaocha Local Government Area of Anambra State?

Hypotheses

The following null hypotheses were formulated to guide the study. These hypotheses will be tested at 0.05 level of significance.

H₀₁: There is no significant relationship between the availability of vocational education programs and youth empowerment in Anaocha Local Government Area of Anambra State.

Ho2: There is no significant relationship between the extent of job creation using vocational education and youth empowerment in Anaocha Local Government Area of Anambra State.

Ho3: There is no significant relationship between the acquisition of vocational education and economic development in Anaocha Local Government Area of Anambra State.

Significance of the Study

The study has a lot of significance in different levels of fields of academics, skill acquisition, businesses, youth empowerment and policy making. A lot of parents, teachers, students, researchers will find this work useful. The government would also need this work in the area of policy making and resources allocation to education.

Theoretical framework-Functionalist Theory

The functionalists view education as what makes a man to become a functional member of his society; to be able to get acculturated into his culture and be able to contribute his own quota in the development of the society. The proponents of this theory include Auguste Comte (1798-1857), Herbert Spencer (1820-1903), Emile Durkheim (1858-1917) and Talcott Parsons (1902-1979). This theory became the dominant social theory of sociology in the 1940s and 1950s in America. The major view of functionalism is that it sees the society as a system with different parts which have to work together as a whole to achieve the aims and objectives of that society.

According to Herbert Spencer, the functionalists see the society as a living organism with different parts (organs-lungs, kidney, heart, liver, etc.) which must work together in synergy to produce a functional human body. If any part of the body is faulty, it will definitely affect other parts and the human falls sick. This is exactly what happens in the society. If any part of the society (the family, economy, education, agriculture, judiciary-government, religious bodies, health sector etc.) fails to perform its function effectively, the society gets sick. Therefore, the different social institutions are analyzed as a social system rather than isolated system.

The social institutions (the family, schools, religious bodies, government, the health sector, the economy, the polity etc.) are interdependent on each other to make the society to function effectively. If the family fails to do its function, it affects the school and vice versa. Every social institution has its role to play in the development of a child. This means that the type of education a child gets from home, social media, market, church, village square, playground, etc.

Vocational education makes the learner a functional member of the society by providing him with the necessary skills he needs to work and earn a living and contribute to the development of the society.

Operational Definition of Terms

Concept of Education

Education has been conceptualized in various ways by different scholars. Education is “what brings about the moral development and spiritual upliftment of the human personality and of the community as a whole”. Ayu (1991). He stressed further that education makes mankind more creative and enables him to live a more fulfilling life through interaction.

Haralambos & Holborn (2004), sees education as an institution that enables individual to think freely and rationally which makes social progress and innovation possible. Social progress and innovation are the key elements of development, when a society progresses, its members are free, they think rational, innovate certain social changes will invariably enhance development. From the foregoing therefore, it can be perceived that education is an instrument or tool for achieving national development. Education in its broadest sense is not schooling it includes (but transcends) mere schooling and should be seen as an articulation of informal opportunities for self-development, non-formal structures for the inculcation and sustenance of basic and post-basic life skills, and formal system for awakening and continuous development of the human potential. Obanya, P. (2004). Education in its broadest sense, is any act or experiences that has a

formative effect on the mind, character or physical ability of an individual (for example, an infant is educated by its environment through interaction with its environment). It is the entire range of experiences in life through which an individual learns something new. Obanya, P. (2004)

Vocational Education

There are about four types of education, namely: formal education, informal education, non-formal education and the traditional/ indigenous education. Vocational education can be classified under any of the types because it has element of each but it is mostly classified as informal education. Vocational and Technical Education and Training emphasizes on the need for acquisition of employable skills, which is a fundamental necessity for driving the industrial and economic growth. This is a key to building development in the knowledge-based economy we operate today. Vocational education is also called career and technical education- CTE, (education for living). It could be said that vocational education is also entrepreneurship education. This type of education prepares the learner for manual and practical activities. It is the aspect of education that prepares people to work as technicians and gives them a living.

Traditionally, it is related to specific trade, occupation or vocation of different ethnic groups. The Rivers were known for fishing, Akwaete people of Abia State were known for cloth making. Awka people were known for blacksmithing, Abakaliki people were known for cultivating Rice and Yam, Igbo people are generally known for trading (apprenticeship). These are all vocational training. Uriah (2021).

Vocational-technical education (VTE) is therefore defined as an aspect of education which deals with the acquisition of practical and applied skills as well as basic scientific knowledge. These days people leave their white-collar jobs to acquire some skills in Information Technology, tailoring, hair dressing, fishery, snail farming, plumbing, carpentry among others. The rate of unemployment is on the increase and there is need for us to be innovative, creative and stand on our own rather than waiting for the government to provide everything we need. White collar job will make you lose focus on your dreams because you were busy helping another man. Orji (2013). According to Ofoeze (2006), vocational education can also be seen as the process of systematically harnessing and nurturing human potentials (talents and skills) in all its ramifications for the individual's self-actualization, as well as for societal good and development.

Some Characteristics of Vocational Education

- It provides marketable skills to the learners.
- It involves active participation of both the trainer and the trainees.
- It is practical in nature and students hardly forget what they can do with their own hands
- It eternalizes knowledge
- It is very affordable
- It is flexible (one learns at his pace)
- It concentrates on specialized programmes
- It encourages honest partnership.
- It is functional as socially prepares the learners for adulthood.
- It caters for the interest of those who couldn't or cannot attend formal school or education.
- It provides instant employment (well-paying career opportunities).
- It is lifelong process as it continues throughout life.
- It allows for flexibility in all accepts of its system.

- Provide an opportunity for people to update themselves technically.
- It is guided by the motivation of individuals for self-growth.

The Relevance of Vocational Education in the 21st Century in a Developing Economy

The current economic climate is highly competitive and with the number of graduates roaming round the streets looking for means of survival, it is wise for one to weigh his options in an attempt to stand out and stand strong. There is a need for one to carve a niche for himself by acquiring extra skills which would keep him at advantage over others. Considering the cost, time and commitment involved in gaining admission into higher institutions, more individuals should consider taking up skills. Despite the rapid changes in technology, the world will always need professionals that take on specific jobs like carpenters, plumbers, traffic controllers, construction managers, logistics managers. No doubt, vocational education, if given the necessary support, will go a long way in contributing to the growth of any nation's economy.

Some of the Numerous Benefits of Vocational Education are outlined as follows

- Vocational education equips the learner with entrepreneurial skills which if harnessed properly, will be geared towards massive production which will in turn help in the growth and development of the nation's economy.
- Vocational education is very useful in the fields of science and engineering because it involves the application of scientific knowledge to solve basic problems in the society and make living much easier.
- It provides huge manpower for our industries.
- Vocational education is a major source of income and financial independence for individuals. One who is technically-skilled is bound to be self-reliant.
- Vocational education provides individuals with employment and a good means of livelihood. This in turn will reduce crime rate.

The Challenges Facing Vocational Education in the 21st Century in a Developing Economy

In a developing economy like Nigeria, education, generally, faces a lot of challenges. These challenges are brought about by a lot of cultural infiltrations and diversities. In all these, the aim of education has not really changed but a lot of things have gone wrong.

Let us, therefore, look at some of these challenges:

The Perception of the Society: The general perception of Nigerians towards vocational education is not nice at all. We attach a lot of importance to formal (literacy) education and this is why University Education is seen as very prestigious at the expense of vocational education. People go to school and hope for white collar jobs. People with vocational skills are being looked down upon and are not regarded. This is why vocational skills is seen as work for poor individuals in the society, street thugs, school drop-outs, illiterates and even physically challenged people. Youths that have genuine interest in learning handiwork are discouraged by parents and peers and this robs our country of its development.

Nonchalance of Lawmakers and the Executive: In the nation's development, vocational education is not seen as a priority. Therefore, very little attention is given to its advancement. Even the little allocation made for the equipping of vocational schools are not implemented.

Inadequate Funding: The educational sector generally is underfunded and technical education aspect is grossly underfunded. Education is not cheap and for the fact that vocational education is practically oriented, Money is needed to build schools, buy machines, employ teachers, computers and books. By not providing enough funds for vocational programmes to go on smoothly, the government contributes to its gradual death.

Inadequate Facilities: The state of infrastructures in our technical schools are very bad. Since the funding is inadequate, what follows is that the standard facilities for the development of vocational education will be lacking.

Lack of Teaching Materials and Learning Aids: Vocational education does not just lack basic facilities, there is also lack of teaching and learning materials like computers, textbooks and other equipment. The lack of these materials will make the teacher unable to do their jobs effectively and in turn make students not to get adequate knowledge because of lack of crucial information.

Lack of Qualified and Properly Trained Instructors: Teaching, generally, is not given the place it deserves in Nigeria. People look down on teachers. Therefore, no welfare of teacher, no motivation, salaries are delayed, promotions not implemented. This discourages most people to go into vocational training and therefore, we do not have enough teachers in the field of vocational education. Many of the current teachers are not qualified. Bad conditions of service for instructors also discourage some of them to move away from technical education to other areas with better service conditions.

Lack of Private Investors and Corporate Organisations: In as much as the government is the major investor in vocational education, everything cannot be done by government alone. There is need for private individuals to help in the course of promoting and improving vocational education. Companies can take up some of these issues as their cooperate social responsibility.

Slow Pace of Technological Growth: Compared with other developed nations, Nigeria has recorded slow growth in the area of science and technological innovations and growth. We still teach and assess students the same way we do. Here is need for us to key into the modern strategies of learning. The learning environment is very bad.

Curriculum Development: The world has gone digital and the ways things are done keep changing. These days mechanics use computer to diagnose problems in cars. All these changes should be inculcated into the curriculum.

Cultism and Insecurity: Cult classes in different communities have led to closure of schools and this is a big challenge to education generally. In some communities, the youths robbed the schools and made away with the computers and other materials used for learning.

Vocational Education and Unemployment in a Developing Economy: Vocational education is a panacea for unemployment in Nigeria today. Most graduates go back to learn skills after graduation because of the problem of unemployment.

Vocational Education and Job Creation in a Developing Economy: Vocational education increases active participation and chances of employability. The apprenticeship system of technical education also creates jobs for a good number of Nigerians.

Vocational education and Development in a Developing Economy: A developing country like Nigeria is characterized by over population, high level of unemployment, low standard of living, high rate of school dropouts, high poverty rate among others. Nigeria as a developing country has a population of over 200million people while China which is a developed country has a population of over 1.3 billion people. The only reason China has developed so much even with the large population is because of advancement in science and technology. There is great need for vocational education to be given the attention it truly deserves to develop Nigeria.

Vocational Education in a Developing Economy: The Nigerian Case:

Nigeria, as a developing economy has made efforts; through the government and the private sectors to promote vocational education. This was seen in the:

- Establishment of Government Technical Colleges (GTCs) in different states in the federation (about 66 as at 2021) with aim to training technicians for industries

- Establishment of the national business and technical examinations board (NABTEB) in 1992 to conduct technical and business examinations issue reliable and valid results/certificates with a view to meeting the needs of candidates who wish to use them for both academic progress and employment.
- Establishment of craft centers
- Establishment of health colleges (nursing schools)
- Establishment of occupational safety schools
- Establishment of catering colleges
- Introduction of internship program for students in various fields of study
- Introduction of housemanship for students' doctors
- Introduction of teaching practice for intending teachers.
- Introduction of industrial training for undergraduates in science and engineering.

All these efforts are made in order to help students develop their professional aptitude, enhance communication, technical and non-technical skills and improve on personal character and to provide greater door to job opportunities after graduation.

Data Analysis and Presentation of Results:

Research Question One: What are the available vocational education programs that can affect the empowerment of youths in Anaocha Local Government Area of Anambra State?

Table 1.1: Mean and standard deviation of the availability of vocational education in the empowerment of youths in Anaocha Local Government Area of Anambra State.

S/N	vocational education and youth empowerment	VHE	HE	LE	VLE	Mean	S.D	C.M	Decision
1	Craft centres in the area not adequate	142 35.5%	158 39.5%	64 16%	36 9%	3.02	0.86	2.50	Accepted
2	There are professional trainers in different fields of crafts	41 10.3%	36 9%	166 41.5%	157 39.3%	1.90	0.34	2.50	Rejected
3	The trainers use modern technology in teaching and learning	14 3.5%	10 2.5%	108 27%	268 67%	1.43	0.25	2.50	Rejected
4	The learners have enough, materials to practice what was taught	65 16.25%	38 9.5%	149 37.25%	148 37%	2.05	0.36	2.50	Rejected

Number of Respondents = 400

The result of the data analysis as represented in Table 1.1 revealed that the respondents had a mean score of 3.02 (SD = 0.86) on item 1. For item 2, the table also showed that a mean score of 1.9 (SD=0.34) was obtained. Item 3 yielded a mean score of 1.43 (SD =0.25) while item 4 has a mean score of 2.05 (SD= 0.36). This result of item 1 is more than the criterion mean and therefore is accepted. It means that the respondents agreed to item 1. It then becomes obvious

that vocational education is available but the resources for training in terms of modern technology is not adequate.

Research Question Two: To what extent does vocational education create jobs for youths in Anaocha Local Government Area of Anambra State?

Table 1.2: Mean and standard deviation of vocational education and job creation in Anaocha Local Government Area of Anambra State.

S/NO	Vocational education and job creation	VHE	HE	LE	VLE	Mean	S.D	C.M	Decision
5	vocational education creates skills for different manual jobs for the youths	134 33.5%	166 41.5%	49 12.25%	51 12.75%	2.96	0.52	2.50	Accepted
6	Youths are unemployed and roaming the streets committing crimes	97 24.25%	68 17%	102 25.5%	133 33.25%	2.32	0.41	2.50	Rejected
7	vocational education programs can help to reduced crime rate	109 27.25%	168 42%	71 17.75%	52 13%	2.84	0.50	2.50	Accepted
8	Youths can acquire skills and be self-reliant with handiwork	143 35.75%	154 38.5%	81 20.25%	22 5.5%	3.05	0.54	2.50	Accepted

Number of Respondents = 400

The result of the data analysis as represented in Table 1.2 revealed that the respondents had a mean score of 2.96(SD = 0.52) on item 5. For item 6, the table also showed that a mean score of 2.32(SD=0.41) was obtained. Item 7 yielded a mean score of 2.84 (SD =0.5) while item 8 has a mean score of 3.05 (SD= 0.54). From the results obtained from item 5-8, it is observed that the mean scores are mostly higher than the criterion mean of 2.5. This therefore suggests that respondents agreed with the items in the questionnaire. The implication of this is that vocational education provides job opportunities to a very high extent.

Research Question Three: To what extent does vocational education enhance economic development in Anaocha Local Government Area of Anambra State?

Table 1.3: Mean and standard deviation of vocational education and economic development in Anaocha Local Government Area of Anambra State?

S/N	vocational education and economic development	VHE	HE	LE	VLE	Mean	S.D	C.M	Decision
9	vocational	123	98	89	90	2.64	0.47	2.50	Accepted

	education increases per capita income of the learner	30.75%	24.5%	22.25%	22.5%				
10	vocational education programs increase the GDP of the economy	188 47 %	154 38.5%	27 6.75%	31 7.75%	3.25	0.32	2.50	Accepted
11	vocational education programs elevate the social status of the learner	39 9.8%	46 11.5%	177 44.3%	138 34.5%	1.97	0.35	2.50	Rejected
12	vocational education programs improve the standard of living of the learners	154 38.5%	143 35.8%	62 15.5%	41 10.3%	3.03	0.53	2.50	Accepted

Number of Respondents= 400

The result of the data analysis as represented in Table 1.3 revealed that the respondents had a mean score of 2.64 (SD = 0.47) on item 9. For item 10, the table also showed that a mean score of 3.25 (SD=0.32) was obtained. Item 11 yielded a mean score of 1.97 (SD =0.35) while item 12 has a mean score of 3.03 (SD= 0.53). From the results obtained, it is observed that the mean scores are above the criterion mean of 2.5, except for item 11. This therefore suggests that respondents agreed with the items in the questionnaire. This implies that vocational education improves the economic development of youths in Anaocha Local Government Area of Anambra State.

Test for Hypotheses:

Ho1: There is no significant relationship between the availability of vocational education and youth empowerment in Anaocha Local Government Area of Anambra State.

Table 2.1: Pearson Product Moment Correlation of the Availability of Vocational Education and the Empowerment of Youths in Anaocha Local Government Area of Anambra State.

Variables	Mean	SD	N	Df	r	p-value	A	Decision
vocational	2.94	0.37	400	399	0.54	0.000	0.05	reject HO1
education								
youth	32.24	5.94						
empowerment								

From the result displayed on Table 2.1, it can be observed that the mean score on availability of vocational education (mean=2.94, SD=0.37) and that of youth empowerment (mean=32.24, SD=5.94) were correlated using Pearson Product Moment Correlation, an r-value of 0.54 was obtained at 399 degree of freedom. This result suggests that there is a strong positive relationship between the availability of vocational education and the empowerment of youths in Anaocha Local Government Area of Anambra State. Further analysis revealed that the correlational value

was significant with a p-value of 0.000 obtained at 0.05 level of significance. Therefore, the null hypothesis is rejected since the calculated P-value of 0.000 is less than that of the alpha value at significance level of 0.05.

Ho2: There is no significant relationship between job creation for youths and vocational education in Anaocha Local Government Area of Anambra State.

Table 2.2: Pearson Product Moment Correlation of vocational education and job creation in Anaocha Local Government Area of Anambra State.

Variables	Mean	SD	N	Df	R	p-value	A	Decision
Vocational education job creation	18.55	4.04	400	399	0.78	0.002	0.05	reject HO2

From the result displayed on Table 2.2, it can be observed that the mean score of vocational education (mean=18.55, SD=4.04) and that of job creation (mean=31.43, SD=5.20) were correlated using Pearson Product Moment Correlation, an r-value of 0.78 was obtained at 399 degree of freedom. This result suggests that there is a positive relationship between vocational education and job creation in Anaocha Local Government Area of Anambra State. Further analysis revealed that the correlational value was significant with a p-value of 0.002 obtained at 0.05 level of significance. This therefore suggests that there is a strong positive relationship between vocational education and job creation in Anaocha Local Government Area of Anambra State. The null hypothesis is therefore rejected.

Ho3: There is no significant relationship between vocational education and economic development in Anaocha Local Government Area of Anambra State.

Table 2.3: Pearson Product Moment Correlation of vocational education and economic development in Anaocha Local Government Area of Anambra State.

Variables	Mean	SD	N	Df	r	p-value	A	Decision
Vocational education economic development	17.82	4.18	400	399	0.23	0.001	0.05	reject HO3

From the result displayed on Table 2.3, it can be observed that when the mean score on vocational education (mean=17.82, SD=4.18) and that of economic development (mean=33.06, SD=6.91) were correlated using Pearson Product Moment Correlation, an r-value of 0.23 was obtained at 399 degree of freedom. This result suggests that there is a positive relationship between vocational education and economic development in Anaocha Local Government Area of Anambra State. Further analysis revealed that the correlational value was significant with a p-value of 0.001 obtained at 0.05 level of significance. Therefore, the null hypothesis is rejected since the calculated value of 0.001 is less than that of the alpha level value at 0.05. This therefore suggests that there is a significant relationship between vocational education and economic development in Anaocha L.G.A of Anambra State.

Conclusion

Summarily, the researcher concludes that vocational and technical education has been neglected

drastically in Nigeria due to quest for oil money but it is very essential in youth empowerment, job creation and it has the capacity of increasing the economic development of our country. Everybody wants to work in a conducive environment where all the facilities are provided but in reality, such opportunities have been hijacked by the bourgeoisies and the highly connected in the society. The high rate of unemployment in Nigeria today is alarming. Most of the deviants we have in our societies are graduates who could not get jobs. Meanwhile the skilled labourers are busy in their sites making cool money every day.

Therefore, if vocational education is given the attention it truly deserves, a lot of job opportunities will be created, our youths will be self-employed and the economy of our country will be better developed.

Recommendations

The researcher recommends that the government should:

- establish more technical colleges and craft centres and equip them to function optimally.
- Renovate the existing technical schools and update them technologically.
- Train more teachers and employ them to work in the technical schools and skill acquisition centres.
- Partner with private skill acquisition centers to recruit more students for training after which they are empowered with the start-off capital.
- Embark on a national campaign against quest for white-collar jobs; people should harness their God's given talents.
- Build more industries where vocational/technical education students can be absorbed after training.

Parents on the other hand should:

- Allow their children choose career paths for themselves.
- njhGuide, encourage and empower their children on skill acquisition even as they attend formal education.
- Stop the notion of the fact that everybody must do a white-collar job.

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